A Complete Guide to the
Level 5 Diploma in
Education & Training

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Meet the authors

Lynn Machin is an Award Leader, Senior Lecturer and an MA, Ed.D, PhD Supervisor within the School of Education at Staffordshire University. Lynn has had a variety of roles within initial teacher training in further education (FE) including developing the modules that make up the Diploma in Education award. Her particular research interest is the exploration of how students can learn to learn, transformational learning and teacher training in formal and informal learning environments. She draws on more than 25 years’ teaching experience; in the UK and overseas. She has written and co-authored several books for teachers within FE, including *A Concise Guide to the Level 3 Award in Education and Training* and *A Complete Guide to the Level 4 Certificate in Education and Training*.

Duncan Hindmarch is an Award Leader and Senior Lecturer within the School of Education at Staffordshire University. With a background in teaching English for Speakers of Other Languages (ESOL), he has over 19 years of teaching experience. Duncan is a Senior Fellow of the Higher Education Academy and has led development and implementation of ESOL, Initial Teacher Training (ITE) and education programmes. Duncan has co-authored several books, including *A Concise Guide to the Level 3 Award in Education and Training* and *A Complete Guide to the Level 4 Certificate in Education and Training*.

Sandra Murray is a Lecturer within the School of Education at Staffordshire University. Sandra, having taught for many years in a FE college, has a wide range of experience supporting and teaching teachers in the FE sector and has been teaching on Initial Teacher Education programmes since 2006. Her particular research interest is inspirational and outstanding teaching. She has written and co-authored several books for teachers within FE, including *A Concise Guide to the Level 3 Award in Education and Training* and *A Complete Guide to the Level 4 Certificate in Education and Training*. 
Tina Richardson is an Award Leader and Senior Lecturer within the School of Education at Staffordshire University. Tina has taught in compulsory education, FE and higher education (HE). For the last 19 years she has been involved in teacher training for FE, in particular the subject specialist qualifications for teachers. Her particular research interest is the use of meta-cognitive reading strategies in the Functional Skills classroom. As well as teacher training books, including *A Concise Guide to the Level 3 Award in Education and Training* and *A Complete Guide to the Level 4 Certificate in Education and Training*, Tina has also co-authored a book on using e-readers in the classroom.
We would firstly like to acknowledge the use within this text of the Microsoft Office PowerPoint registered trademark.

We would like to thank our families, friends and colleagues for their continued support during the writing of this book.

We also want to thank our publishers, Julia Morris and Di Page, for their professionalism, friendliness, guidance and support.

Finally, we would like to thank you for taking the time to read this book. We hope that you enjoy reading it and we wish you all the best with your studies.

Lynn, Duncan, Sandra and Tina
About this book

Welcome to this book, which has been written with you, the learner, in mind. If you are about to embark (or even if you are already enrolled) onto a level 5 Diploma in Education and Training (DET) qualification then this book is for you. This new third edition includes an additional chapter on you and your learners’ mental health and emotional well-being. The book aims to support you in your studies as you work towards achieving your DET qualification. It does this through:

○ alignment of chapters to the 2014 Standards underpinning the level 5 DET qualification and as provided by the Education and Training Foundation;

○ encouraging you to critically reflect upon your practice;

○ incorporating information and tasks that can help you with your referencing and study skills;

○ providing case study scenarios and examples;

○ indicating sources of information for further in-depth study;

○ being research informed and written by teacher educators with learners’ needs in mind;

○ providing critical questions and critical tasks throughout and at the end of each chapter;

○ providing information regarding optional units;

○ providing information about possible progression routes following achievement of the level 5 DET qualification.

In this third edition theoretical frameworks, policies and literature have, as appropriate, been updated. Examples provided of practice have been considered to reflect teaching and learning in the current FE climate. The topics, questions and tasks within this book have been tailored to the demands of the level 5 DET qualification and other, similar, teacher training qualifications designed for trainees working within the further education and skills sector.

Each chapter begins by providing a visual concept map of the topics to be covered, professional links to the 2014 Standards and definitions of some of the key terms within the chapter. The detailed text is accompanied by critical questions and tasks to encourage you to think more deeply about the issues or examine your practice, and a final section in each chapter provides you with an opportunity to check your understanding and assess your learning. Case studies are included throughout to bring the text to life and show how the theory can be applied to practice.

The penultimate chapter of the book provides information about possible progression from the level 5 DET qualification. It includes information about recognition of prior
ABOUT THIS BOOK

learning (RPL) which is a possible pathway for you to use credits gained from your DET qualification, or similar, towards other qualifications, including a BA or MA degree. The final chapter provides coverage of key study skills, including advice about reading critically, note taking, presenting your work and using Harvard referencing correctly.

Suggested answers for some of the questions within the Check your understanding sections can be found at the back of the book. There is also a helpful glossary of terms and acronyms (see Appendix 2) as well as appendices providing useful templates for key documents that are mentioned within some of the chapters. So, in a nutshell, this book is, as it says on the cover, a concise guide to the Level 5 Diploma in Education and Training. It contains up-to-date references to significant policies, coverage of a range of topics related to being a teacher in FE and it does this with you, the reader, in mind.
Introduction

KEY DEFINITIONS

Accreditation  A qualification that leads to a certificate being awarded to learners by an awarding organisation or university.

Awarding organisation  An organisation recognised by Ofqual for the purpose of quality assuring and accrediting qualifications.

Contact time  The amount of time allocated to the qualification for guided learning.

Credit  Unit of accreditation – one unit of credit on the Qualification Credit Framework is notionally equal to 10 hours of learning.

Diploma  A qualification that has 37 or more credits.

Education  Acquiring knowledge and skills through teaching and learning.

In-service training  A qualification route for trainees who are currently employed as a teacher or trainer.

Pre-service training  A qualification route for trainees who are not employed as a teacher or trainer and are given a placement in order to practise their training.

RQF  The Regulated Qualifications Framework catalogues all qualifications that fall under the remit of Ofqual. It replaced the Qualifications Credit Framework (QCF) in 2015.

INTRODUCTION

All of the chapters within this book provide you with specific information about teaching and learning. However, it is important that you also have some background information
about the sector and an understanding of the reasons for the seemingly constant change to teacher training within further education. This introductory chapter provides you with:

- an understanding and appreciation of the historical background that led to the introduction of the level 5 Diploma in Education and Training (DET) qualification;
- an outline of the purpose of the level 5 DET qualification;
- an appreciation of the requirements of the level 5 DET qualification.

**Terminology**

The further education and skills sector refers to all education undertaken by learners aged 16 and over. Terms like post-compulsory education and the lifelong learning sector (LLS) encompass all post-compulsory education regardless of where it occurs, whereas further education (FE) generally refers to post-compulsory education that takes place within a college environment. These terms continually interchange with each other and the use of them is often dependent upon the shifting political landscape as well as when associated reports and literature were written. You are likely to hear all of these terms used by your colleagues and tutors; however, as the sector is now known as the further education and skills sector, for ease and brevity this book will use the term FE throughout.

Similarly, differences in the names given to teacher training provision within FE also exist. Variations in the terms used for this within literature, policy and reports include initial teacher training (ITT), initial teacher education (ITE) and post-compulsory education and training (PCET). Again for ease of brevity, this book will use the term ITE throughout. You will find a list of some of the abbreviations that are used in the further education sector at the back of this book (Appendix 2).

**A SHIFTING LANDSCAPE**

The further education and skills sector includes:

- further education colleges;
- community learning and development;
- higher education (HE);
- work-based learning;
- offender education.

Within these environments there exists an extensive range of subjects (ETF, 2016) and learners are taught across a range of abilities from pre-entry (below level 1) to HE (level 7). You can find more information about award levels by looking at the Regulated Qualifications Framework (RQF) which replaced the Qualification Credit Framework (QCF) in September 2015 – you will find the web address for this in the reference section at the end of this chapter. According to the Regulate Credit Framework (RCF), in order to teach such diverse groups of learners it is necessary to have an equally diverse teaching workforce and, due to continual political influences, this workforce has been, and continues to be, subject to constant change.
### Table 1  Key documents and reports

<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Comments</th>
</tr>
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<tr>
<td>1944</td>
<td>Butler Act</td>
<td>This Act introduced a tripartite system of secondary education, ie grammar, secondary modern and technical schools.</td>
</tr>
<tr>
<td>1944</td>
<td>McNair Report</td>
<td>This report followed the Butler Act and raised concerns about deficiencies in the system of recruiting and training teachers, particularly those involved in teaching post-compulsory education.</td>
</tr>
<tr>
<td>1992</td>
<td>Further and Higher Education Act (National Archives Cabinet Papers, 1992)</td>
<td>Transferred responsibility of funding and governing post-compulsory education from LEAs to the FEFC, leading to a more economic and cost-efficient approach.</td>
</tr>
<tr>
<td>1998</td>
<td>FENTO Standards (Lingfield, 2012)</td>
<td>FENTO implemented a set of post-compulsory teacher training Standards. Awarding bodies and universities reviewed their provision in line with these Standards. Although sporadic, training of teaching staff increased. These Standards were rolled out nationally in 2001.</td>
</tr>
<tr>
<td>2002</td>
<td>Success for All Report (DfES, 2002)</td>
<td>The first of several reports suggesting that post-compulsory teacher training be reviewed and that properly trained teachers could improve the UK’s workforce and economic prospects.</td>
</tr>
<tr>
<td>2003</td>
<td>Initial Teacher Training of Further Education Teachers (HMI 1762)</td>
<td>The report concluded that FENTO provided a good baseline of what was required of teachers but lacked any ethos of professional development.</td>
</tr>
<tr>
<td>2004</td>
<td>Equipping our Teachers for the Future (DfES, 2004)</td>
<td>Pivotal in the implementation of the LLUK and the introduction of a new suite of ITE qualifications. This report also noted that training beyond qualified teaching status was necessary in order for teachers to be up to date with learners’ needs.</td>
</tr>
<tr>
<td>2005</td>
<td>Foster Report, Realising the Potential (Foster, 2005)</td>
<td>Stressed the need to address the issues of an ageing workforce and the need to improve vocational and pedagogic skills through comprehensive workforce planning.</td>
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<tr>
<td>Date</td>
<td>Title</td>
<td>Comments</td>
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</tr>
<tr>
<td>2006</td>
<td>Raising Skills, Improving Life Chances (DfES, 2006)</td>
<td>Considered that the UK’s economic future depended on productivity as a nation and that FE providers were central to achieving this, but was not currently achieving its full potential as the powerhouse of a high skills economy.</td>
</tr>
<tr>
<td>2006</td>
<td>Prosperity for All in a Global Economy – World Class Skills (Leitch, 2006)</td>
<td>Prosperity for all could be achieved through a national training programme for those teaching in the LLS.</td>
</tr>
<tr>
<td>2007</td>
<td>LUK Standards (LLUK, 2007)</td>
<td>These replaced the FENTO Standards.</td>
</tr>
<tr>
<td>2007</td>
<td>Further Education Teachers’ Qualifications (England, No 2264)</td>
<td>These regulations stipulated that all teachers working in the LLS needed to be registered with the IfL and submit evidence of qualification and annual continual professional development. All lecturers joining the sector after 2001 needed to become qualified within their identified role.</td>
</tr>
<tr>
<td>2009</td>
<td>Enquiry into Teacher Training in Vocational Education (Skills Commission, 2009)</td>
<td>Specifically the enquiry set out to examine whether teachers in the LLS were being trained in the skills to deliver the emerging 14–19 vocational curricula – and proposed the merger of the General Teaching Council and the IfL in order for those working within the LLS to have parity of qualifications with teachers in schools.</td>
</tr>
<tr>
<td>2009</td>
<td>Workforce Strategy Report (LLUK, 2009)</td>
<td>Set out priorities for training teachers including the need to employ a diverse range of teachers with backgrounds and vocational skills that align with the learners that they teach.</td>
</tr>
<tr>
<td>2009</td>
<td>Skills for Growth (BIS, 2009)</td>
<td>This document proposed phasing out funding for the IfL and the membership fee payable by trainees and teachers.</td>
</tr>
<tr>
<td>2011</td>
<td>Wolf Report (Wolf, 2011)</td>
<td>This report considered how vocational education for 14–19 year-olds could be improved and promoted the concept of FE teaching in schools to ensure that young people are taught by those best suited to do so.</td>
</tr>
<tr>
<td>2012</td>
<td>Lingfield Review (Lingfield, 2012)</td>
<td>This report recommended the deregulation of ITE and suggested that the regulations had not made the intended impact.</td>
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Critical question
Why have all of these policies and reports been necessary?

Comment
You will find some reasons provided below as well as by looking at some of the readings suggested at the end of the chapter and by doing some research.

Background and reasons for some of the changes in FE

Although attempts at educating the working classes, albeit to a limited extent, can be traced back for several centuries it was not until the 1940s that any real concerns were raised about the quality of the teaching within further education. Both the Butler Act (1944) and the McNair Report (1944) identified inadequacies within further education. Both also presented the notion of appropriate training for teachers within FE and were pivotal in the subsequent...
provision of short training courses. These courses focused on developing teachers’ subject specialisms rather than developing their pedagogical skills (Orr and Simmons, 2010).

Further reports, for example the Willis Jackson Report (1957) and the Russell Report (1966) continued to emphasise the need for robust further education teacher training courses; the courses that were available were mainly focused on subject specialisms and were voluntary rather than mandatory. A pivotal change came about in April 1992 when, in order to give FE colleges more autonomy and responsibility for growth in student numbers, the implementation of the Further and Higher Education Act resulted in the incorporation of FE colleges. Responsibility for FE colleges transferred from Local Education Authorities (LEAs) to the Further Education Funding Council (FEFC), which in 2000 became the Learning and Skills Council (LSC) (Armitage et al, 2003). In April 2010 this was replaced by the Skills Funding Agency. It was the function of the LSC to ensure that high quality post-16 provision was available to ‘meet the needs of employers, individuals and communities’ (DFES, 1999, p 23). With this mandate and with post-compulsory education being increasingly profiled by the Labour government’s (1997–2010) belief that improvement to the teaching and learning provision within FE was necessary for the development of a ‘world leading education system that would be at the heart of national priorities for economy and society’ (DIUS, 2007, p 2), the gaining of qualified FE teacher status became increasingly important to those spearheading these initiatives.

Changes to Standards and qualifications

The Labour government’s belief that raising the quality of teaching would lead to a better qualified national and global workforce was instrumental in the implementation of the Further Education National Training Organisation (FENTO) which swiftly rolled out a set of Standards. These Standards provided a good baseline of what was required of teachers but lacked any ethos of professional development (Ofsted, 2003). Following a series of yet more government reports (DFES, 2006; Leitch, 2006; Foster, 2005; DFES, 2004; see Table 1) FENTO was replaced by Lifelong Learning UK (LLUK) which, in 2007, rolled out a new set of Standards to replace those implemented by FENTO.

The LLUK (2007) Standards contained core units of assessment and learning outcomes that were designed with the intention of providing a benchmark of the skills and attributes required by trainees in order for them to become qualified:

○ preparing to Teach in the Lifelong Learning Sector (PTLLS) – level 3 or 4;
○ certificate in Teaching in the Lifelong Learning Sector (CTLLS) – level 3 or 4;
○ diploma in Teaching in the Lifelong Learning Sector (DTLLS) – level 5.

However, although the impetus for the LLUK (2007) Standards was to develop and ensure the quality of the teaching provision within FE and was seen by many to have, at least in part, begun to achieve this aim (Crawley, 2012) they, like the FENTO Standards, were, just a few years after their inception, deemed to be ‘inadequate’ (Lingfield, 2012, p 24) and in September 2012, amended workforce regulations meant that FE teachers did not have to be members of the IfL. So, following the abolishment of the IfL in 2012, the Society for Education and Training (SET) took over responsibility for conferring Qualified Teacher Learning and Skills (QTLS) in 2014 (ETF, 2016, p 8). From March 2013, LLUK was replaced by LSIS, who introduced a suite of new qualifications, ie:
award in Education and Training – level 3 (12 credits);
○ certificate in Education and Training (CET) – level 4 (36 credits);
○ diploma in Education and Training (DET) – level 5 (120 credits).

LSIS was soon replaced by the Education and Training Foundation (ETF) who retained the suite of LSIS awards while also implementing a new set of professional standards. This book covers the mandatory requirements of the DET qualification and links to the ETF standards. Links to further information about the Award and the Certificate qualifications can be found at the end of this introduction.

**WHAT IS THE LEVEL 5 DIPLOMA IN EDUCATION AND TRAINING QUALIFICATION?**

The purpose of the DET qualification is to equip trainee teachers with the skills necessary to work in a range of contexts within FE. It might be that the qualification you are taking has a different title than a level 5 DET. Although awarding organisations will use the level 5 DET title (as determined by the RQF), higher education providers (HEPs) can accredit and validate their own teacher training qualifications which are then quality assured by the Framework for Higher Education Qualifications (FHEQ). These qualifications are mapped to the same Standards and learning outcomes as those presented in the level 5 DET qualification. A common title, and one that is recognised by providers of FE as being equivalent to the level 5 DET qualification, is Certificate of Education in Post Compulsory Education and Training. Furthermore, many HEPs also map the Standards and learning outcomes to higher level teacher training qualifications such as:

○ Professional Graduate Certificate in Teaching in the Lifelong Learning Sector (PGCE) – level 6;
○ Post Graduate Certificate in Teaching in the Lifelong Learning Sector (PGCE) – level 7.

The level 5 DET qualification is suitable for both in-service and pre-service delivery modes:

○ in-service: this route is for trainees who are currently employed as teachers, ie trainees who are receiving on-the-job training and are work-based learners;
○ pre-service: this route is for trainees who are not employed in the sector but do have access to teaching hours and a range of learning encounters. These teaching hours are often through a placement being provided for them by their award tutor.

**Level and size of the DET qualification**

In order to be accredited with a DET qualification you will need to achieve:

○ 120 credits at levels 4 and 5, with a ‘minimum of 61 credits at level 5’ (ETF, 2016, p 35).

One unit of credit is equal to 10 notional hours of learning (Ofqual, 2013).

The level of the DET qualification has been determined using the RQF. Each of these levels is categorised according to the level of ‘difficulty and the standards of knowledge, skills and competence’ (Ofqual, 2013, p 1) that are required in order to achieve the
LEVEL 5 DIPLOMA IN EDUCATION AND TRAINING

Learning outcomes and requirements for any qualification. The level 5 DET qualification is made up of:

- 75 credits from Group A. Within Group A are the mandatory units that you must pass to achieve your level 5 DET qualification;
- 45 credits from Group B. Within Group B is a selection of optional units that you (or maybe your tutor) can choose from. Whichever units you (or your tutor) choose they must add up to at least 45 credits. More information about the optional units can be found in Appendix 1.

The topics contained within the mandatory units (Table 2), are covered in this book. There are similarities between some of the topics in the mandatory units and those in some of the optional units, for example those relating to behaviour, inclusive practice, quality assurance and action research, so this book can also help you in your understanding and study of these.

Table 2  Mandatory units of the DET

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<thead>
<tr>
<th>Mandatory units – Group A</th>
<th>Credit value</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching, learning and assessment in education and training</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>Developing teaching, learning and assessment in education and training</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>Theories, principles and models in education and training</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>(Note that achievement of this unit is a pre-requisite unit Developing teaching, learning and assessment in education and training)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wider professional practice in education and training</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Development in education and training</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: ETF (2016, pp 35–6)

It is possible that only certain optional units will be available from your initial teacher training institution. Your tutor will advise you about the optional units that are available to you as well as those which are the most appropriate for you in relation to the context in which you teach. In time it is possible that more optional units will become available, and again your tutor will advise you about these. You will find a link to LSIS and the mandatory and optional units available in the reference section at the end of this introduction.

All of the units are underpinned by a set of Standards that, as noted in Table 1, were introduced by the Education and Training Foundation in May 2014. You will need to demonstrate your ability to apply these Standards to your practice. The topics covered within this book can help you to do this. You will also find that each chapter maps the Standards to the learning outcomes being discussed within it and as is appropriate to do so.
Required teaching hours

The level 5 DET qualification is about developing and improving your practical skills and therefore you will need to have access to at least 100 hours of teaching practice. This teaching should be sufficiently varied as to provide you with opportunities to experience a range of teaching encounters. The ETF (2016) suggests that practice should be with groups of learners, ideally of 12 or more, but the majority of the teaching practice must be to five or more learners (ETF, 2016, p. 17) and should include:

○ different teaching practice locations/settings/contexts;
○ teaching across more than one level;
○ teaching a variety of learners;
○ gaining subject-specialist knowledge through workplace mentoring.

Observation of your practice

In order to monitor your progress a minimum of eight observations, totalling a minimum of eight hours, need to take place throughout the whole of your course of learning and, although developmental, you will need to demonstrate that you have met a required standard of practice. Observations are normally of at least 30 minutes’ duration. Specifically, Chapter 9 offers guidance about how you can prepare for your observations and what you can expect to happen during and after the observation process.

SUMMARY

You can see from the information provided in this introduction that, as trainee FE teachers, you belong to a sector that is constantly reshaping itself in line with government ideologies and policies. It is continually striving to make a difference and to train and to produce qualified and skilled teachers who can provide their learners with a quality education that will equip them with the skills, attitudes and attributes to live and work in modern society. By embarking on the DET or equivalent qualification you are taking an important step to becoming one of these teachers. This book will support you in your studies and as you progress further in your teaching career.

TAKING IT FURTHER

In addition to the literature already commented upon in this chapter you may find the following of interest.


References


McNair Report (1944) Report of the Committee Appointed by the President of the Board of Education to Consider the Supply, Recruitment and Training of Teachers and Youth Leaders. London: HSMO.


As noted in the Introduction at the beginning of this book, in order to be awarded a level 5 DET qualification you need to achieve:

- 120 credits – this is the total credit value of the DET qualification.

These 120 credits are made up from:

- 75 credits from the mandatory units in Group A;
- 45 credits from the optional units in Group B.

Of these 120 credits:

- a minimum of 20 credits needs to be at level 4 and a maximum (according to the guidance for HEIs) of 60 credits at level 4 (LSIS, 2013a, p 7).

Optional units are selected from a range of units that are available in Group B. Your tutor will be able to advise you about the choice that is available to you as, often, this choice may be dependent on what has been approved by the awarding body or institution accrediting the DET qualification for which you are enrolled.

The table below provides a list of the units that are available at levels 4 and 5. Some of the optional units are taken from the Learning and Development qualification and require practice, in a real work environment, beyond the mandatory 100 hours. Your tutor will be able to advise you about these optional units. You will find information about these and also about other optional units in the ETF (2016) document *Qualifications in Education and Training*.

### Optional units for the level 5 DET qualification

<table>
<thead>
<tr>
<th>Unit title</th>
<th>Credit value</th>
<th>Level</th>
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</thead>
<tbody>
<tr>
<td>Effective partnership working in the teaching and learning context</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>Inclusive practice</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>Teaching in a specialist area</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>Principles and practice of lip-reading teaching</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>Specialist delivery techniques and activities</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>Quality procedures within education and training</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Understanding and managing behaviours in a learning environment</td>
<td>6</td>
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### APPENDIX 1

<table>
<thead>
<tr>
<th>Unit title</th>
<th>Credit value</th>
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</thead>
<tbody>
<tr>
<td>Understanding the principles and practices of externally assuring the quality of assessment (Learning and development unit)</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Understanding the principles and practices of internally assuring the quality of assessment (Learning and development unit)</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Delivering employability skills</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Develop and prepare resources for learning and development (Learning and development unit)</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Develop learning and development programmes (Learning and development unit)</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Engage with employers to facilitate workforce development (Learning and development unit)</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Equality and diversity</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Identify the learning needs of organisations (Learning and development unit)</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Internally assure the quality of assessment (Learning and development unit)</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Manage learning and development in groups (Learning and development unit)</td>
<td>6</td>
<td>4</td>
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<tr>
<td>Evaluating learning programmes</td>
<td>3</td>
<td>4</td>
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<tr>
<td>Preparing for the coaching role</td>
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<td>4</td>
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<tr>
<td>Preparing for the mentoring role</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Understanding and managing behaviours in a learning environment</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Action learning to support development of specialist pedagogy</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Action research</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Developing, using and organising resources within the lifelong learning sector</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Action learning to support development of specialist pedagogy</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Action research</td>
<td>15</td>
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</table>

Source: ETF (2016)
TAKING IT FURTHER


REFERENCES

### Appendix 2: Glossary of acronyms and terms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<td>AO</td>
<td>Awarding organisation</td>
</tr>
<tr>
<td>ASCL</td>
<td>Association of School and College Leaders</td>
</tr>
<tr>
<td>ATLS</td>
<td>Associate Teacher Learning and Skills</td>
</tr>
<tr>
<td>BDA</td>
<td>British Dyslexia Association</td>
</tr>
<tr>
<td>BIS</td>
<td>Business Innovation and Skills (Department)</td>
</tr>
<tr>
<td>BKSB</td>
<td>Basic and Key Skills Builder</td>
</tr>
<tr>
<td>CAT</td>
<td>Credit Accumulation and Transfer</td>
</tr>
<tr>
<td>CAVTL</td>
<td>Commission on Adult Vocational Teaching and Learning</td>
</tr>
<tr>
<td>CET</td>
<td>Certificate in Education and Training</td>
</tr>
<tr>
<td>CIF</td>
<td>Common Inspection Framework</td>
</tr>
<tr>
<td>CPD</td>
<td>Continuing Professional Development</td>
</tr>
<tr>
<td>CPPD</td>
<td>Continuing Professional and Personal Development</td>
</tr>
<tr>
<td>Credit</td>
<td>One credit equals 10 notional hours of learning (QCF)</td>
</tr>
<tr>
<td>CTLLS</td>
<td>Certificate in Teaching in the Lifelong Learning Sector</td>
</tr>
<tr>
<td>DBS</td>
<td>Disclosure and Barring Service</td>
</tr>
<tr>
<td>DET</td>
<td>Diploma in Education and Training</td>
</tr>
<tr>
<td>DIUS</td>
<td>Department for Innovation, University and Skills</td>
</tr>
<tr>
<td>DTLLS</td>
<td>Diploma in Teaching in the Lifelong Learning Sector</td>
</tr>
<tr>
<td>EDT</td>
<td>Education Development Trust (formerly the Centre for British Teachers)</td>
</tr>
<tr>
<td>EdTech</td>
<td>Education Technology</td>
</tr>
<tr>
<td>EHRC</td>
<td>Equality and Human Rights Commission</td>
</tr>
<tr>
<td>ESFA</td>
<td>Education and Skills Funding Agency</td>
</tr>
<tr>
<td>EQF</td>
<td>European Qualifications Framework</td>
</tr>
<tr>
<td>ESOL</td>
<td>English for Speakers of Other Languages</td>
</tr>
<tr>
<td>ETF</td>
<td>Education and Training Foundation</td>
</tr>
<tr>
<td>FE</td>
<td>Further Education</td>
</tr>
<tr>
<td>Acronym</td>
<td>Definition</td>
</tr>
<tr>
<td>---------</td>
<td>------------</td>
</tr>
<tr>
<td>FESS</td>
<td>Further Education and Skills Sector</td>
</tr>
<tr>
<td>FHEQ</td>
<td>Further and Higher Education Qualifications</td>
</tr>
<tr>
<td>FOG</td>
<td>Frequency of gobbledegook</td>
</tr>
<tr>
<td>GCSE</td>
<td>General Certificate of Secondary Education</td>
</tr>
<tr>
<td>GDPR</td>
<td>General Data Protection Regulation</td>
</tr>
<tr>
<td>GLH</td>
<td>Guided learning hours</td>
</tr>
<tr>
<td>HE</td>
<td>Higher Education</td>
</tr>
<tr>
<td>HEI</td>
<td>Higher Education Institute</td>
</tr>
<tr>
<td>HEP</td>
<td>Higher Education Provider</td>
</tr>
<tr>
<td>HSE</td>
<td>Health and Safety Executive</td>
</tr>
<tr>
<td>IfL</td>
<td>Institute for Learning</td>
</tr>
<tr>
<td>ILP</td>
<td>Individual Learning Plan</td>
</tr>
<tr>
<td>In-service</td>
<td>Employed in a teacher role</td>
</tr>
<tr>
<td>ISA</td>
<td>Independent Safeguarding Authority</td>
</tr>
<tr>
<td>ITE</td>
<td>Initial Teacher Education</td>
</tr>
<tr>
<td>ITT</td>
<td>Initial Teacher Training</td>
</tr>
<tr>
<td>JRF</td>
<td>Joseph Rowntree Foundation</td>
</tr>
<tr>
<td>LLN</td>
<td>Literacy, language and numeracy</td>
</tr>
<tr>
<td>LLS</td>
<td>Lifelong Learning Sector</td>
</tr>
<tr>
<td>LLLUK</td>
<td>Lifelong Learning UK</td>
</tr>
<tr>
<td>LRC</td>
<td>Learning Resource Centre</td>
</tr>
<tr>
<td>LSA</td>
<td>Learning Support Assistant</td>
</tr>
<tr>
<td>LSIS</td>
<td>Learning Skills Improvement Services</td>
</tr>
<tr>
<td>NAO</td>
<td>National Audit Office</td>
</tr>
<tr>
<td>NARIC</td>
<td>National recognition information centre</td>
</tr>
<tr>
<td>NIACE</td>
<td>National Institute of Adult and Continuing Education</td>
</tr>
<tr>
<td>Ofqual</td>
<td>Office of Qualifications and Examinations Regulation</td>
</tr>
<tr>
<td>Ofsted</td>
<td>Office for Standards in Education, Children’s Services and Skills</td>
</tr>
<tr>
<td>PCET</td>
<td>Post Compulsory Education and Training</td>
</tr>
<tr>
<td>PESTLE</td>
<td>Political, Economic, Social, Technological, Legislative and Environmental</td>
</tr>
<tr>
<td>PGCE</td>
<td>Post Graduate Certificate in Education</td>
</tr>
<tr>
<td>PISA</td>
<td>Programme for International Student Assessment</td>
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<tr>
<td>Pre-service</td>
<td>Not yet employed in a teaching role</td>
</tr>
<tr>
<td>Acronym</td>
<td>Full Form</td>
</tr>
<tr>
<td>---------</td>
<td>-----------</td>
</tr>
<tr>
<td>PTLLS</td>
<td>Preparing to Teach in the Lifelong Learning Sector</td>
</tr>
<tr>
<td>QTLS</td>
<td>Qualified Teacher Learning and Skills</td>
</tr>
<tr>
<td>RNIB</td>
<td>Royal National Institute for the Blind</td>
</tr>
<tr>
<td>ROC</td>
<td>Rules of combination</td>
</tr>
<tr>
<td>RPL</td>
<td>Recognition of prior learning</td>
</tr>
<tr>
<td>RQF</td>
<td>Regulated Qualifications Framework</td>
</tr>
<tr>
<td>SEND</td>
<td>Special Educational Needs and Disability</td>
</tr>
<tr>
<td>SET</td>
<td>Society for Education and Training</td>
</tr>
<tr>
<td>SMART</td>
<td>Specific, measurable, attainable, relevant, time bound</td>
</tr>
<tr>
<td>SoW</td>
<td>Scheme of Work</td>
</tr>
<tr>
<td>SQ3R</td>
<td>Survey, question, read, recite, review</td>
</tr>
<tr>
<td>SSC</td>
<td>Sector Skills Council</td>
</tr>
<tr>
<td>SWOT</td>
<td>Strengths, weaknesses, opportunities and threats</td>
</tr>
<tr>
<td>TA</td>
<td>Transactional analysis</td>
</tr>
<tr>
<td>TALENT</td>
<td>Training adult literacy ESOL and numeracy teachers</td>
</tr>
<tr>
<td>TES</td>
<td><em>Times Educational Supplement</em></td>
</tr>
<tr>
<td>UCU</td>
<td>University and College Union</td>
</tr>
<tr>
<td>VARK</td>
<td>Visual, auditory, read/write, kinaesthetic</td>
</tr>
<tr>
<td>WBL</td>
<td>Work-based learning</td>
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### Appendix 3: Teaching and learning plan template

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<th>Course title:</th>
<th>Location:</th>
<th>Date:</th>
<th>Number of learners:</th>
<th>Resources:</th>
<th>Lesson aims:</th>
<th>Objectives – by the end of the lesson:</th>
<th>Equality and diversity/inclusivity:</th>
<th>Development of Functional Skills:</th>
<th>Assessment</th>
<th>Resources</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>• all learners must...</td>
<td>• some learners will...</td>
<td>• a few learners may...</td>
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**Time**

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<th>Learner activity</th>
<th>Resources</th>
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**Teacher activity**

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<th>Learner activity</th>
<th>Resources</th>
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**Resources**

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<th>Resources</th>
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</table>
**Individual Learning Plan**

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<th>Course:</th>
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**Prior knowledge, experience and qualifications**

**Additional support requirements**

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**Long-term goal**

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<th>Initial targets</th>
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</table>

<table>
<thead>
<tr>
<th>Learner comments/self-assessment on progress</th>
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<tbody>
<tr>
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<th>Revised targets</th>
<th>Date to be achieved</th>
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<table>
<thead>
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<th>Stretch target</th>
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**Stretch target**

<p>| | |</p>
<table>
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</thead>
<tbody>
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**Appendix 4: Individual Learning Plan**
### Appendix 5: Scheme of work template

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<th>Scheme of work</th>
<th>Teacher:</th>
<th>Awarding body:</th>
<th>Course title:</th>
<th>Course aims:</th>
<th>Week</th>
<th>Learning outcomes</th>
<th>Teaching / learning methods</th>
<th>Lesson length:</th>
<th>Time:</th>
<th>Day(s):</th>
<th>Award length:</th>
<th>Resources</th>
<th>Assessment methods</th>
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</table>
Appendix 6: CPD reflective template

**Critical task**

Based on the last time you attended CPD of any kind, fill in the reflective template. Make sure you think about how you are going to make use of the professional development (see Chapters 1 and 2).

<table>
<thead>
<tr>
<th>CPD reflective template</th>
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<tbody>
<tr>
<td><strong>Date:</strong></td>
</tr>
<tr>
<td><strong>CPD event</strong></td>
</tr>
<tr>
<td>Brief details (length of course, who delivered it, internal or external):</td>
</tr>
<tr>
<td><strong>Participants</strong></td>
</tr>
<tr>
<td>Were other people from your workplace on the course? Where were the majority of people from?</td>
</tr>
<tr>
<td><strong>Key learning outcomes</strong>*</td>
</tr>
<tr>
<td>What did you learn/discover?</td>
</tr>
<tr>
<td><strong>Reflections</strong></td>
</tr>
<tr>
<td>How can this be used in your teaching and learning?</td>
</tr>
<tr>
<td><strong>Action points</strong></td>
</tr>
<tr>
<td>What actions do you need to take to use what you have learned in your job? (Do you need further training on this, do you need to speak to a line manager, can what you have learned be cascaded to other members of staff?)</td>
</tr>
</tbody>
</table>

* If you did not learn/discover anything useful, please use the boxes above to explain why this was. Perhaps the training was not at the right level for you or it was not appropriate for your job? **Outline what training would be more suitable for you and discuss with your line manager.**
### Appendix 7: Chapter links to the Professional Standards

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| 2 Evaluate and challenge your practice, values and beliefs | Chapter 1  
Chapter 2  
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| 3 Inspire, motivate and raise aspirations of learners through your enthusiasm and knowledge | Chapter 3  
Chapter 7 |
| 4 Be creative and innovative in selecting and adapting strategies to help learners to learn | Chapter 9  
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| 5 Value and promote social and cultural diversity, equality of opportunity and inclusion | Chapter 4  
Chapter 7  
Chapter 9  
Chapter 11 |
| 6 Build positive and collaborative relationships with colleagues and learners | Chapter 3  
Chapter 4  
Chapter 6  
Chapter 7 |

**Professional knowledge and understanding**

*Develop deep and critically informed knowledge and understanding in theory and practice.*
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<td></td>
<td>Chapter 13</td>
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</tr>
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<td>9 Apply theoretical understanding of effective practice in teaching,</td>
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</tr>
<tr>
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<td>Chapter 6</td>
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<td></td>
<td>Chapter 7</td>
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<td></td>
<td>Chapter 10</td>
</tr>
<tr>
<td></td>
<td>Chapter 13</td>
</tr>
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<td>10 Evaluate your practice with others and assess its impact on learning</td>
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</tr>
<tr>
<td></td>
<td>Chapter 7</td>
</tr>
<tr>
<td></td>
<td>Chapter 10</td>
</tr>
<tr>
<td>11 Manage and promote positive learner behaviour</td>
<td>Chapter 4</td>
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<tr>
<td>12 Understand the teaching and professional role and your responsibilities</td>
<td>Chapter 3</td>
</tr>
<tr>
<td></td>
<td>Chapter 4</td>
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<td></td>
<td>Chapter 11</td>
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**Professional skills**

*Develop your expertise and skills to ensure the best outcomes for learners.*

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<td>14 Plan and deliver effective learning programmes for diverse groups or</td>
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<tr>
<td>individuals in a safe and inclusive environment</td>
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<tr>
<td></td>
<td>Chapter 8</td>
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<td></td>
<td>Chapter 9</td>
</tr>
<tr>
<td></td>
<td>Chapter 10</td>
</tr>
<tr>
<td></td>
<td>Chapter 12</td>
</tr>
<tr>
<td>15 Promote the benefits of technology and support learners in its use</td>
<td>Chapter 6</td>
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<tr>
<td></td>
<td>Chapter 12</td>
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<td></td>
<td>Chapter 14</td>
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<td>16 Address the mathematics and English needs of learners and work</td>
<td>Chapter 8</td>
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<td>creatively to overcome individual barriers to learning</td>
<td>Chapter 14</td>
</tr>
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<td>STANDARD</td>
<td>CHAPTER</td>
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<tr>
<td>-------------------------------------------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>17 Enable learners to share responsibility for their own learning and</td>
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</tr>
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<td>assessment, setting goals that stretch and challenge</td>
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</tr>
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<td>constructive and timely feedback to support progression and achievement</td>
<td>Chapter 6</td>
</tr>
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<td>19 Maintain and update your teaching and training expertise and</td>
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<td>vocational skills through collaboration with employers</td>
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</tr>
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<td>through collaboration with others</td>
<td></td>
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Appendix 8: Abbreviations and acronyms quiz

How many of the following abbreviations and acronyms from the further education sector do you know?

ATLS............................................................................................................................................................
BIS...............................................................................................................................................................  
CAT..............................................................................................................................................................
CET..............................................................................................................................................................
CPD.............................................................................................................................................................
DBS.............................................................................................................................................................
DET...............................................................................................................................................................  
ETF...............................................................................................................................................................  
GLH.............................................................................................................................................................
HEI...............................................................................................................................................................  
ITE...............................................................................................................................................................  
ITT...............................................................................................................................................................  
LSIS...............................................................................................................................................................  
NIACE...........................................................................................................................................................
Ofsted..........................................................................................................................................................
PCET.............................................................................................................................................................
QTLS.............................................................................................................................................................
RQF...............................................................................................................................................................  
SET...............................................................................................................................................................  
SWOT...........................................................................................................................................................  
VARK............................................................................................................................................................
WBL...............................................................................................................................................................  

You will find the answers to these in the glossary (Appendix 2) or in the content within this book.
Appendix 9: Reflections and actions from CPD event

CPD session topic: ........................................................................................................................................

Key points noted:

Relevance to my teaching and learning:
Implications for my area of work and for my role:

Response to these issues/actions I should take:
(eg discussion with a critical friend, line manager, colleagues; reading relevant newspapers, reports, etc.)
## Appendix 10 Chapter links to the Apprenticeship Standards

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| 2 Value diversity and actively promote equality of opportunity and inclusion | Chapter 8  
Chapter 14 |
| 3 Be resilient and adaptable when dealing with challenge and change, maintaining focus and self-control | |
| 4 Promote a passion for learning and high expectations of all learners | Chapter 9 |
| 5 Model exemplary communication skills with learners and in all professional relationships | Chapter 6 |
| 6 Be a role model for the effective use of current, digital and mobile technologies in support of teaching and learning | |
| 7 Underpin their practice by reference to professional standards and evidence-based teaching and learning | Chapter 9  
Chapter 12 |

| The learning and skills teacher will be able to: | The learning and skills teacher will understand: |
| Plan learning to: | Principles of effective programme design |
| S1 meet programme requirements and deliver learning outcomes in a realistic context | K1 how to organise and combine syllabus outcomes into meaningful/realistic learning opportunities |
| S2 ensure that learning activities are authentic in relation to workplace practice | K2 current and emerging workplace practice |
**STANDARD**

<table>
<thead>
<tr>
<th>S3 encourage learners to develop:</th>
<th>S3 evidence-based strategies to ensure that the learning process develops individuals to be highly effective within the workplace, with their families and in their communities</th>
<th>Chapter 14</th>
</tr>
</thead>
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<td>○ autonomy and resilience;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>○ personal and interpersonal effectiveness;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>○ social awareness and respect for others;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>○ essential employability skills.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Design and deliver learning sessions and activities to:**

| S4 engage learners to establish standards of behaviour, mutual respect and safe working | K4 how to engage learners in maintaining ground-rules for safe and effective learning | Chapter 7 |
| S5 avoid and overcome unfair disadvantage and barriers to learning | K5 the causes of unfair disadvantage and barriers to learning, and ways to overcome them | Chapter 9 |
| S6 develop mathematics and English skills necessary for vocational achievement | K6 mathematics and English in the vocational context and opportunities and support for their development | Chapter 9, Chapter 14 |
| S7 actively engage and inspire all learners and encourage them to set challenging goals | K7 how to ensure that learning activities actively engage and challenge all learners | Chapter 8 |
| S8 use resources that are inclusive and add value to learners’ development | K8 when best to use learning resources to support learners without excluding others | Chapter 9 |
| S9 use digital and mobile technologies in ways that are safe and support effective learning | K9 current and emerging learning technologies and how they can be used safely and effectively |            |

**Facilitate individualised learning through:**

<p>| S10 access to up-to-date information, advice and guidance | K10 sources of current information, advice and guidance | Chapter 14 |
| S11 reference to initial and diagnostic assessment of learners’ needs obtained at the start of and throughout the learner’s journey | K11 effective use of initial and diagnostic assessment and their application at the start of or during a programme |            |
| S12 varied learning activities that naturally allow all learners to contribute | K12 ways for learners to develop or acquire skills and knowledge individually or as part of a team-based task | Chapter 9 |</p>
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<thead>
<tr>
<th>STANDARD</th>
<th>CHAPTER</th>
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</thead>
<tbody>
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<td>S13 facilitate regular 360° feedback that empowers learners in their own development</td>
<td>K13 how to involve learners in understanding their own progress, and updating their learning records and plans</td>
</tr>
<tr>
<td>S14 regular formative assessment processes and updated individual learning plans</td>
<td>K 14 valid processes of Assessment for Learning and ways to ensure that ILPs support the entire learning journey</td>
</tr>
<tr>
<td>S15 coaching (or referral) of learners to address unhelpful behaviours or viewpoints</td>
<td>K15 recognised coaching techniques and the circumstances in which referral may be necessary</td>
</tr>
<tr>
<td>S16 collaboration with relevant colleagues and professionals to support individual action plans</td>
<td>K16 how and where to access support for learners in achieving agreed developmental targets</td>
</tr>
<tr>
<td>Quality assure outcomes for learners through:</td>
<td>Quality assurance within the education context</td>
</tr>
<tr>
<td>S17 compliance with internal and external regulations, legislation and guidance in respect of:</td>
<td>K17 the requirements and implications of:</td>
</tr>
<tr>
<td>○ teaching, learning and assessment;</td>
<td>○ organisational policies and procedures;</td>
</tr>
<tr>
<td>○ recording, storing and sharing information relating to learners and learning;</td>
<td>○ Ofsted Common Inspection Framework;</td>
</tr>
<tr>
<td>○ the physical and psychological safety of all learners.</td>
<td>○ awarding organisations;</td>
</tr>
<tr>
<td>○ funding agencies;</td>
<td>○ legislation (eg equalities and safeguarding).</td>
</tr>
<tr>
<td>S18 seeking feedback from learners, colleagues and relevant others to support quality improvements in teaching and learning</td>
<td>K18 effective methods of securing valid feedback from stakeholders (eg learners, colleagues, employers) to support improvements, and how to triangulate feedback from a range of relevant sources</td>
</tr>
<tr>
<td>S19 continually updating their own knowledge and skills as a teaching professional and a subject specialist</td>
<td>K19 ways to access personal and professional development and to maintain vocational currency</td>
</tr>
<tr>
<td>S20 using aggregated assessment data to review and develop own and others’ practice and to report emerging gaps in progression and achievement amongst groups of learners</td>
<td>K20 the use of aggregated assessment data to inform personal and professional development and to identify and report gaps in progress for groups of learners</td>
</tr>
<tr>
<td>S21 supporting organisational development and quality improvement interventions</td>
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